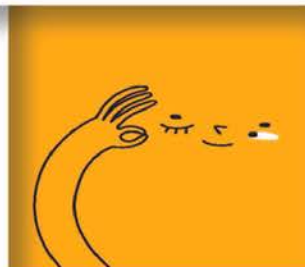
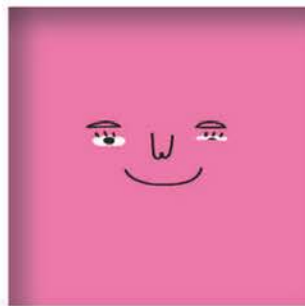
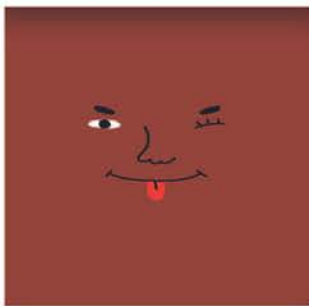


Social Emotional Learning Classroom Workbook

2nd Edition



Grade 9

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK GRADE 9

2nd Edition

ISBN: 978-1954760288

Social Emotional Learning Classroom Workbook Grade 9, 2nd edition

Editors:

Janna Nobleza

Suresh Korapati

Andrew Culley

Emelen De Jesus

Cover design by Emelen De Jesus

Published 2024 by Seltrove, an imprint of IB Source Inc,

Copyright IB Source, Inc.

Copyright and Use Restrictions

This publication is protected by copyright laws. All rights are strictly reserved by the publishers. Unauthorized duplication, reproduction, storage, or distribution of any part of this work, by any means including but not limited to electronic, mechanical, photocopying, recording, or micro copying, is prohibited without the express written consent of the publishing authorities.

Accuracy Disclaimer

The authors and publishers have exerted every effort to ensure that the information within this publication is both accurate and complete. Despite these efforts, no guarantee is made regarding the content's infallibility. The authors and publishers do not assume liability for any errors, omissions, or inaccuracies found in the publication, nor for any resultant loss or damage. Any questions or inquiries on rights please email info@seltrove.com

MY INFORMATION

My name: _____

My address: _____

My phone number: _____

Homeroom teacher: _____

Room: _____

School year: _____

My student ID: _____

Emergency Contact information:

Name:

Relationship to Student: _____

Telephone: _____

Email: _____

Name:

Relationship to Student: _____

Telephone: _____

Email: _____

Known Allergies: _____

Using this Workbook

Welcome to your workbook!

This workbook is a space for you to write and organize your homework, plan out your extracurricular activities, and manage your time. It is also a place for you to learn and practice Social and Emotional Learning skills (SEL).

This workbook includes 4 themes for you to learn all about SEL.

1. Identity and Mindset
2. Courage and Kindness
3. A Place to Belong
4. A Healthy Well-Being

Identity & Mindset

Learn how to identify and manage your emotions, have a positive mindset, and stay true to yourself!

Courage & Kindness

Learn to be resilient, a good communicator, and maintain healthy friendships.

A Place to Belong

Learn how to be inclusive, solve problems peacefully, and respect others who are different than you.

A Healthy Well-Being

Learn how to make healthy choices for yourself and others.

Using this Workbook

There are lots of great resources in this workbook besides lessons.



Did you know coloring and doodling is a way to relieve stress and manage your emotions?

Use the coloring pages to clear your mind and find balance in your life!



Other resources to check out:

- Read a Book
- My Responsibilities
- Activities Tracker
- Social Stories
- Self-Care Toolbox
- Mindful Breathing exercises
- Top 10 Habits of SEL
- SEL Skills Checklist
- Self-Talk Affirmations

Where will you keep this workbook so you can use it daily?

How will you use this workbook to benefit your school and personal life?



FOR PARENTS AND GUARDIANS:

You can share what you are learning with your parents or guardians at home, too. The adults in your life want you to feel good about yourself, learn more about how your brain and heart respond to things, and have friends who you can rely on!

Your Superpowers: A Pre-Assessment

Why take a pre-assessment? Well, here's the thing: high school isn't just about academics; it's also about growing as individuals. SEL skills are like the hidden superpowers that help you navigate life's challenges, build strong relationships, and achieve goals. This assessment will give you insights into your strengths and areas to improve.

For each statement, indicate how much it applies to you by selecting the option that best represents your feelings or behaviors. You can take this self-assessment again in the middle and end of the year to see how you have grown!

	I struggle with this	Rarely	Sometimes	Mostly	Always
I effectively communicate my thoughts and feelings to others.					
I actively listen to others and try to understand their perspectives.					
I manage my emotions, especially in challenging situations.					
I am comfortable seeking help from others when I need it.					
I set realistic goals for myself.					
I am resilient and bounce back from setbacks.					
I respect and appreciate diversity in others.					
I resolve conflicts peacefully.					
I am empathetic towards others' feelings and experiences.					
I actively participate in group activities and discussions.					

Your Superpowers: A Pre-Assessment

	I struggle with this	Rarely	Sometimes	Mostly	Always
I take responsibility for my actions and their consequences.					
I feel confident in expressing my needs and boundaries.					
I am aware of my strengths and weaknesses.					
I understand the importance of self-care and prioritize it in my life.					
I actively seek opportunities for personal growth and development.					

What are your current strengths? _____

Where do you see areas for growth? _____

MY CLASS SCHEDULE

Term 1

Period / Hour	Subject	Room #	Teacher

Term 2

Period / Hour	Subject	Room #	Teacher

Term 3

Period / Hour	Subject	Room #	Teacher

MY RESPONSIBILITIES (IN AND OUT OF SCHOOL)

Fill in any sports, after school activities, responsibilities at home, or after school jobs you are committed to so you can manage your time well throughout the school year.

	RESPONSIBILITY:	HOURS PER WEEK:
FALL		
WINTER		
SPRING		

FRESHMAN YEAR GOALS

Welcome to high school! This is undoubtedly a thrilling, yet maybe a little scary time in your life. The move from middle school to high school is a big deal, but also an exciting transition to a world full of learning, friendship, and growing. Setting goals for yourself can help you feel more organized, but also keep you focused and add meaning to all you do. Be creative and true to yourself and desires as you make your plan.

As you think about what you would like to accomplish, reflect on last year and think about anything that you wish you had done. Or, do you wish you could start middle school over? What would you have done differently? As you write your goals, keep the end of the year in mind so your plan reflects what is in your heart and mind. But, it is also good to be flexible as what we plan for ourselves may change, and that is okay! Whether or not you reach a goal, remain proud of yourself for trying your best because that is just as important, if not more than the end game.

Application: First, select a goal type and fill in the blank. Then, complete each section to plan out your goals. Review these at the end of each quarter or every few weeks.

Goal types: *Academic, Friends, Family, Sports, Clubs, Hobbies, Character*

Goal type:	I made this goal because...
GOAL 1:	Acheive by :
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)

FRESHMAN YEAR GOALS

Goal type:	I made this goal because...
GOAL 2	Achieve by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)

Goal type:	I made this goal because...
GOAL 3:	Achieve by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)

FRESHMAN YEAR GOALS

Goal type:	I made this goal because...
GOAL 4:	Achieve by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)

Goal type:	I made this goal because...
GOAL 5:	Achieve by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)



THEME 1: IDENTITY & MINDSET

The next 10 weeks will focus on identity and mindset with an emphasis on the social-emotional competency of self-awareness.

Throughout this theme, you will be focusing on:

- 1) Starting high school with confidence and ease (Self-confidence)
- 2) Ways you learn best (Recognizing strengths & Accurate self-perception)
- 3) Ways to prepare for college this year (Self-efficacy)
- 4) Regulating and understanding complex emotions (Identifying emotions)
- 5) Understanding what is in your control (Accurate self-perception & Self-efficacy)
- 6) Growth mindset (Self-confidence & Recognizing strengths)

Beginning high school is an exciting time where you are developing your identity as you are growing and learning how a positive mindset can help you with more challenging academics, social situations, and decision-making. Here is a poem about how even though life can be challenging, we get to define ourselves.

“Invictus: The Unconquerable”

By William Ernest Henley

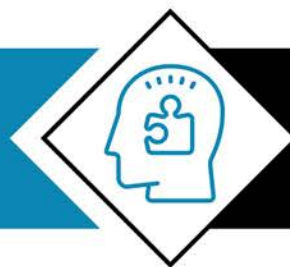
Out of the night that covers me,
Black as the Pit from pole to pole, I thank whatever
gods may be For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud, Under the
bludgeonings of chance My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the horror of the shade, And yet the menace of
the years Finds, and shall find me, unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

THEME 1: IDENTITY & MINDSET



After you have read the poem, answer these questions:

What are things you do to get yourself in a positive mindset? _____

How is your identity changing as you are growing up? _____

When you encounter challenges in your life, how do you respond? _____

What do you think Henley, our poet, tell us about challenges and overcoming them? _____

What is your favorite part of line of the poem? _____

How does the poem make you feel? _____

Extension Activity: Want to explore identity & mindset with your class? Play Name Pictionary. Write your name by drawing pictures of objects that start with the correct letter (so someone with the name Ali would draw an apple, lion, and ice cream). Now turn in your Pictionary to your teacher or group leader who will shuffle them up. Now try to guess each person's name.

We are all individuals, and our names help define who we are as people.

BEING A HIGH SCHOOLER

It's here! You're in high school! Starting high school is an exciting, special part of your school career. You have begun our four-year adventure, and the opportunities seem limitless. With a bigger school, classes with older students, and so many new options, getting lost in the shuffle can be easy. Now is a good time to remind yourself of your identity because while some parts of your identity may change as you grow, some are non-negotiables that make you who you are.

Application: Create an identity web by adding your name in the box and then using lines that radiate outward from your name to create sections. Add the things that make up your identity, including your culture, family, hobbies, traits, values, goals, strengths, and weaknesses.



NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

LEARNING IN HIGH SCHOOL

High school is different than elementary and middle school because, over the next four years, your transcript will become a permanent record of your achievements. Your high school transcript may be used for college applications, job interviews, and applications for scholarships and job training programs.

You can enjoy high school while also learning and achieving good grades.

Application: Fill in the blanks with your reflections and create your goals.

How would you describe your current learning habits?	Why is attending class every day important for academic success?
What types of grades do you want to get this year?	How can you be responsible for your learning?

My academic goal for this year: _____

My goal for attendance: _____

My goal for studying: _____

When I have a setback, I will: _____

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

A JOURNEY TO SUCCESS

"A goal without a plan is just a wish."

Antoine de Saint-Exupéry

Good study skills are a great way to be successful in high school. Here are some examples:

- Taking notes in class
- Re-reading & highlighting your notes
- Creating quizzes or games to remember information
- Taking breaks
- Asking someone to quiz you
- Studying in a group

Application: Read through the following scenarios and answer the questions.

You have a tendency to get distracted by your phone and social media while studying, which disrupts your focus and productivity.

What strategies can you use to minimize distractions while studying?

How can you create a study environment conducive to concentration?

You have a habit of procrastinating and leaving your assignments until the last minute. You then have to rush to complete them and don't get high grades.

What strategies can you use to overcome procrastination?

How can you break down your assignments into smaller, manageable tasks?

You attend all your classes regularly but struggle to retain information during lectures. You find yourself zoning out or doodling.

What active listening techniques can you use to stay engaged during lectures?

What strategies can you employ to review and reinforce what you're learning in class?

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

MANAGING MY EMOTIONS

Emotions are your body's mental and physical state or response to something that happens around you. Different emotions manifest differently in different people. For example, when some people are mad, they might scream and yell, whereas others may withdraw and be quieter. Identifying your emotions and how you want to respond is a real asset, as your emotional state can influence your decisions, relationships, performance in school and activities, and overall well-being. Learning how to handle emotions can contribute to your ability to reduce stress and become solution-focused when problems present themselves. When practicing the skills to manage your emotions, it is important to ensure you select only healthy strategies.

Application: Use the list of emotional management strategies to help you complete the following exercise.

Emotional Management Strategies:

Journaling, Talking to someone, Mindfulness, Exercising/Playing sports, Spiritual practice (meditation or prayer), Suppress the stress, Give your body rest, Communication.

EMOTION	I FEEL	WHAT OTHERS SEE	STRATEGY
Angry	<i>Restless inside and really confused.</i>	<i>I avoid them, and if I can't, I seem irritable.</i>	<i>Communicate that I need time to sort my thoughts & make a plan to talk about what happened.</i>
Angry			
Excited			
Sad			
Scared			
Happy			

Practice: Having a plan is a great way to practice managing emotions. There will always be times when your emotions are too intense to manage successfully. Letting out a scream, having a big cry, or even punching your pillow allows you to release emotions. Remember, it's okay to have these moments, but what is not all right is hurting yourself or others.

NOTES

Week beginning: ___ / ___ / ___

My goal this week: _____

Monday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Thursday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

UNDERSTANDING COMPLEX EMOTIONS

Complex emotions are familiar to you, but more layered and combine a lot of feelings happening all at once. Some examples are jealousy, guilt, awe, and gratitude. When you can successfully recognize and label any emotion, you are more likely to be able to regulate. Regulating your emotions is especially helpful when you are going through a really intense time as complex emotions can sometimes be unhealthy. During times like these, focus your regulation on trying to reflect and thoughtfully express how you are feeling. Exploring why you have found yourself in specific experiences can help identify triggers, develop your interpersonal and intrapersonal skills, and, in the end, keeping yourself emotionally and mentally healthy.

Application: Below you will find a list of a list of complex emotions and corresponding definitions. Do your best to match each word with its definition.

When you are finished, compare your answers with others and your teacher, or google the correct answers.

Disgust	<i>feeling bad about having done something wrong</i>
Pride	<i>resenting or feeling bitter about someone's successes or things they have</i>
Shame	<i>discomfort or distress due to something you did or a wrong done to you</i>
Envy	<i>satisfaction and confidence about something you've done or achieved</i>
Gratitude	<i>feeling appalled by something offensive that someone has said or done</i>
Awe	<i>feeling self-conscious or uneasy</i>
Guilt	<i>feeling intensely inspired</i>
Embarrassment	<i>feeling appreciative and thankful</i>

Practice: Whenever you know you're experiencing complex emotions, give yourself a break. These times are normal, and you are not alone. When things feel especially burdensome, practice taking a moment to intentionally cope with what is going on. Ask for help or advice, journal your thoughts, or have a healing conversation with those involved.

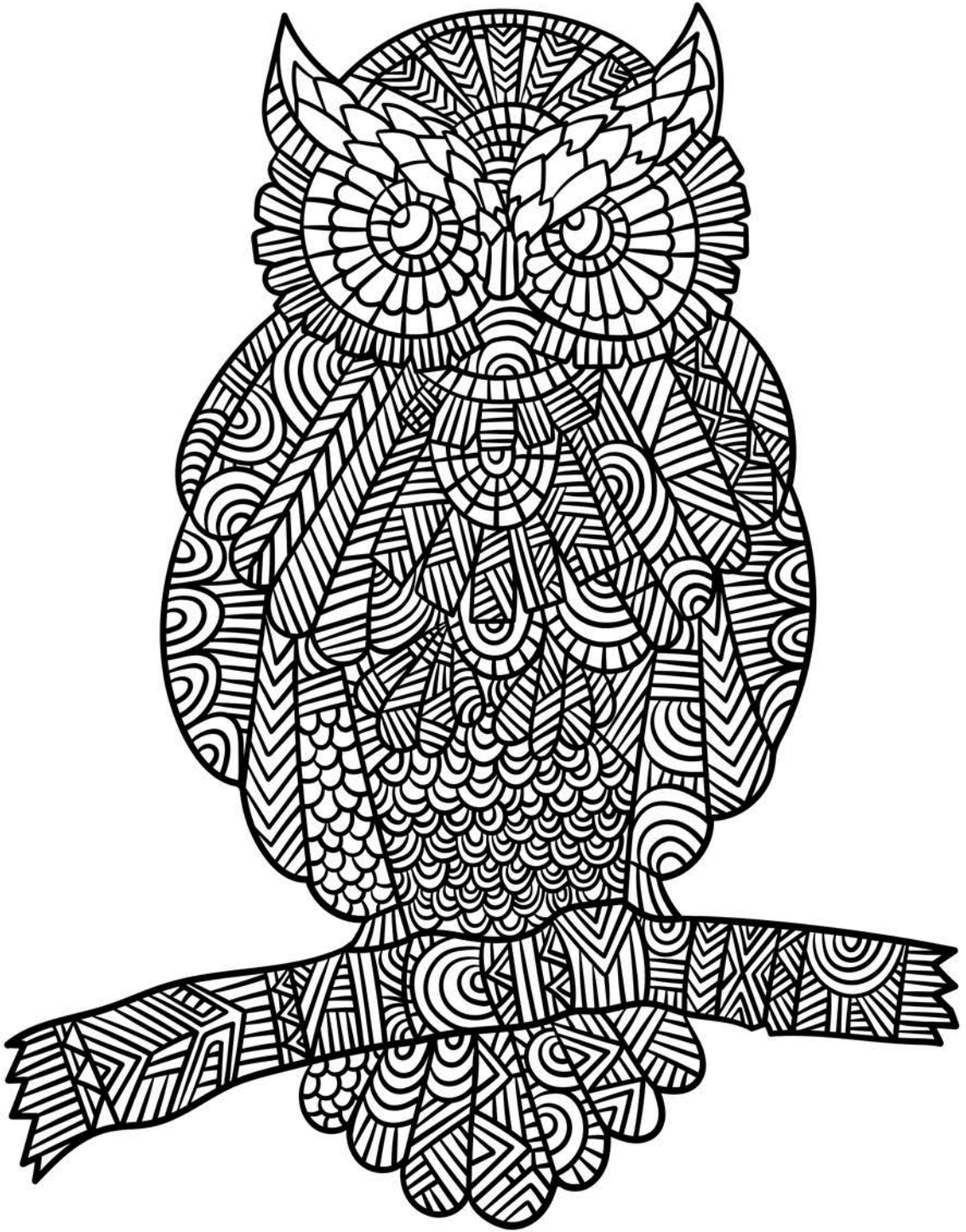
NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

CREATIVE EXPRESSION



CREATIVE EXPRESSION

Use this page to doodle, sketch, or draw.



WHAT'S IN MY CONTROL?

Sometimes, it's easy to feel like your life is out of control. Sometimes, it feels like nothing is going right, and you don't even know how to deal with things. But, taking the time to focus and reframe your perspective will show you that there are many things you do have control over. It can be helpful to explore everything you can control to put things in perspective. Remember, these feelings are totally normal; you aren't alone when it comes to this experience. Ask for help, spend time outside, get yourself organized, or engage in your favorite pastime to take a break.

Application: First, look at the following list & ask yourself if you DO or you DO NOT control this.

1) Your height	16) An F on a test
2) What you eat for dinner	7) The time you go to bed
3) Your grades	8) How many tasks you can accomplish in a day
4) The mood of your teacher	9) If someone agrees to go out with you
5) Your SAT score	10) For how long you exercise

Next, review the discussion questions below as a class or with a friend.

Did you find that you controlled or didn't control most things?

Were there some things that you felt were a little of both? Explain.

What patterns did you notice?

Finally, fill in the table with three things you believe people **CAN** control and three that people **CANNOT**.

IN OUR CONTROL	NOT IN OUR CONTROL

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

HONESTY & INTEGRITY

Being honest and acting with integrity is the backbone of your identity and shapes relationships. Being honest is more than just telling the truth -- it's about being authentic in all aspects of your life. Being honest builds trust is a reflection on your character, helps navigate conflicts, and is a way to show yourself respect. Sometimes honesty isn't always easy, but it's worth it.

Application: Think about a time when you faced a moral dilemma and had to choose between honesty and dishonesty.

What were your options in this situation? What were the consequences of each option?

Options	Consequences

Why did you choose to act the way you did? What factors influenced your decision?

How did you feel before, during, and after?

Before	During	After

Looking back, do you think you made the right choice? Why or why not?

How will you use what you've learned moving forward in your life?

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

GROWTH MINDSET

A growth mindset involves the belief that our brains, abilities, talents, and skills can GROW with hard work. Those with a growth mindset understand that you aren't just born smart or skilled; it takes persistence to develop in any arena.

People with a "fixed mindset" limit themselves through the belief that they are either naturally good (or not good) at things. Adopting a growth mindset allows you to maximize your potential and persevere. A good rule of thumb for whenever you are feeling or saying things that are "fixed," try and transform the thought into a growth one. For example, instead of "This is too hard," say, "I think I should ask for some help so I can get this." Voila! The path to a growth mindset has begun!

Application: As a class or on your own, challenge yourself to fill in the blanks with what the fixed mindset might be or what replacement phrases would be good for the fixed ones.

FIXED MINDSET	GROWTH MINDSET
Instead of saying...	I will say...
I'm never going to be able to do that routine.	
I just can't do math.	
	I am going to ask my coach for tips so I can make as many goals as Taylor.
I'm not going to study because it won't help.	
	I hold myself accountable for what happened in the fight.

Practice: Next time you catch yourself stuck in a pattern of a fixed mindset, recall your work today, and give yourself a moment to think of different perspectives. This goes the same for your relationships with people. When you disagree, to practice a growth mindset, try and choose an alternative way of seeing things.

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

UNLOCKING YOUR GROWTH MINDSET

Application: You are trapped in the classroom and must unlock various clues to escape! Once you have the key for each puzzle, give it a checkmark. You escape with all 3 puzzles checked!

Puzzle 1: The Power of Yet

Unscamble each word related to growth mindset.

RFOEFFT

NEVAESEPERR

RAENINGL

ESLSREFUCC

Puzzle 2: Embracing Challenges

Solve the riddle below that challenges you to think creatively.

I'm light as a feather, yet the strongest person can't hold me for much longer than a minute.

What am I? _____

Puzzle 3: Learning from Mistakes

Match the quotations about failure and resilience to the individuals who said them.

"I can't think of any better representation of beauty than someone who is unafraid to be herself."

- Louisa May Alcott

"I am not afraid of storms, for I am learning how to sail my ship."

- Emma Stone

"I have not failed. I've just found 10,000 ways that won't work."

- Thomas Edison

"Success is not final, failure is not fatal: It is the courage to continue that counts."

- Winston Churchill

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

IDENTITY AND MINDSET REFLECTION

Setting aside time to review everything that has happened and grounding yourself is integral to your overall well-being.

Review the lessons. What is a concept or activity that resonated most with you? Why?

- Being a High Schooler: _____
- Learning in High School: _____
- A Journey to Success: _____
- Managing My Emotions: _____
- Understanding Complex Emotions: _____
- What's in My Control: _____
- Honesty & Integrity: _____
- Growth Mindset: _____
- Unlocking Your Growth Mindset: _____

Application: Write an "I Am" poem. When you are done, you may share it with your class. Or, as a class, create, decorate, post, and share your "I Am" poems to honor your work and where you are today.

I am _____

I am two words describing your freshman feelings	
I feel two words describing how you feel with your friends	
I think two words that describe your growth mindset	
I will two words on how you handle conflict	
I am two words about your character	

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	

10 WEEK GOAL CHECK-IN

Look back at the goals you set for yourself at the beginning of the year. Add notes to check-in or make changes to your goals. It's ok to add or change your goals a little, but keep pushing yourself to grow this year. If you feel you have met your goal, make a new goal for yourself at the bottom of this page.

	How I'm doing on this goal:	What I need to adjust or continue working on:
GOAL		
GOAL		
GOAL		
GOAL		
GOAL		

MAKING CONNECTIONS

Think about a story, show, movie, song, or social media post you have read or watched over the past 10 weeks that connects to learning about identity and mindset.

What was the source called? _____

How does this text connect to self-awareness skills? Draw a picture or write your answer below.

What did you learn about self-awareness from this source?
